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ABSTRACT

The Leadership Development Program (L.D.P.) was begun in 1978-79 by the Vancouver (British Columbia) School Board to provide leadership development opportunities for educators who aspire to or show potential for leadership. This evaluation was undertaken through questionnaires assessing participant opinions of the general value of the program and the success of the program in meeting its objectives. All four of the key elements of the program were achieved: it was open to all interested educators, participation was self-initiated, the program was developed from the needs of potential participants, and participants attended only those sessions of interest to them. Four of the seven major objectives of the program were realized. It provided participants opportunities to become aware of themselves as educational leaders, to develop and refine personal and professional goals, to become knowledgeable about educational management, and to become increasingly effective at working with others. Furthermore, 88 percent of the participants reported acquiring useful skills and knowledge. Almost all participants rated the general value of the L.D.P. highly and felt the workshops were worth repeating. Topics suggested for future workshops included time management, communications skills, and stress management. Suggestions for future meetings included more practical courses, fewer informational sessions and more skill development sessions. (JH)

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INTRODUCTION

BACKGROUND TO THE LEADERSHIP DEVELOPMENT PROGRAM

In February, 1977, the Administrators' Training Program Steering Committee (ATP) recommended that a moratorium be placed on the Administrators' Training Program during the 1977-78 school year. Recent developments had led the Steering Committee to believe that the program's focus might need alteration and to request a year to study alternatives to the program. It was

" ... anticipated that the year of study and development by the Steering Committee and officials [would] result in an appropriate alternative program which [would] be of long term value to the system and [would] provide leadership development opportunities for those who aspire to and/or show potential for such positions within the field of education."¹

As a result of the ATP Steering Committee's recommendation, a Study Committee for a Leadership Development Program was struck in the spring of 1977. During the following year, the Study Committee researched and discussed the concept of "leadership", identified purposes for a leadership program, specified the components of such a program, and designed and planned a potential program. The Report of the Study Committee on a Leadership Development Program, March, 1978 (see Appendix A) was prepared to provide V.S.B. officials with a base for considering a leadership program for educational personnel within the system. The report and its recommendations were approved by the Board in April, 1977. The outline of the program proposed in this report was utilized by the Study Committee to develop the 1978-79 program.

As recommended in the Study Committee report, a Coordinating Committee for the Leadership Development Program was struck in September, 1978, with responsibility for further planning and coordination of the program. The membership of the present committee is detailed in Appendix B.

DESCRIPTION OF THE LEADERSHIP DEVELOPMENT PROGRAM

The following description of the Leadership Development Program is based on the handbook distributed by Professional Development Services in September, 1978.

Definition of Leadership

"Leadership is the ability and willingness to take initiative and facilitate solutions."

1. The Report of the Study Committee on a Leadership Development Program, March, 1978.

Rationale for the Leadership Program

There are a number of informal, as well as formal leadership responsibilities which all educators must assume from time to time. Since all educators have opportunities to provide leadership, inservice programs in this area need to be available to all interested professionals.

Objectives for the Leadership Program

A leadership program that would be available to all interested educational personnel must have a number of broad objectives.

"Participants involved in such a program will have opportunities to:

- (a) become increasingly aware of themselves as educational leaders;
- (b) examine how adults learn, in order to develop appropriate professional development programs;
- (c) develop and refine personal and professional goals, objectives and strategies;
- (d) develop means of assessment of self, colleagues, pupils and educational resources;
- (e) become skilled in curriculum development and implementation;
- (f) become knowledgeable about various forms of educational management;
- (g) become increasingly effective at working with colleagues, parents and the educational community."

Not all of the above objectives were addressed by the Coordinating Committee in the first year of the Leadership Development Program.

Program Organization

Because the skills and knowledge necessary for effective leadership are numerous and far-ranging, a number of programs are offered in the following areas:

- Understanding Our School System;
- Interpersonal Skills;
- Instructional Design Skills;
- Management Skills.

Since the knowledge and skills needed for effective leadership will vary according to individual needs, it is assumed that participants need only become involved in those facets of the program which are most useful in their own professional development as leaders.

To ensure that the leadership program would be responsive to the needs of staff, it was intended that the actual design and content be determined by the participants.

1978-79 Workshops

Table I provides a description of the workshops offered during the 1978-79 school year.

TABLE I
1978-79 LEADERSHIP DEVELOPMENT WORKSHOP

Program	Date	Description
Opportunities for Leadership Development	1978-09-19	Orientation to the possibilities inherent in leadership programs and logistics of how to become involved.
The School System - Organization and Structure	1978-09-26 1978-10-03 1978-10-10	Discussion of organization of the Vancouver school system; the functions of each of its parts; and the roles and responsibilities of all personnel.
Funds Available to Schools	1978-10-24	Discussion of sources of funds available to classroom teachers.
Support Services to Schools	1978-11-01	Focus on district support services available to classroom teachers.
Communication Skills	1978-11-08 1978-11-15 1978-11-22 1978-11-29	Focus on critical communication skills needed by individuals acting in a leadership role.
Communication Skills	1979-01-30 1979-02-06 1979-02-13 1979-02-20	Focus on critical communication skills needed by individuals acting in a leadership role.
Conflict Resolution	1979-02-26 1979-03-06 1979-03-13 1979-03-20	Exploration of theories of conflict and practice of skills for mediating and resolving conflict.

cont'd next page.....

TABLE I, cont'd

Program	Date	Description
School Board Budget	1979-04-10	Examination of the structure and purpose of each section of the V.S.B. budget and a discussion of its relationship to the provincial budget.
School Board Policies	1979-04-17 1979-04-24	Discussion of Board policies as they relate to the Public School's Act and all personnel within the public school system.
Final Evaluation and De-briefing	1979-05-01	Opportunity for participants to evaluate the Leadership Development Program.

PURPOSE OF THE EVALUATION

The evaluation was intended to be both formative and summative: formative in that information would be provided on an ongoing basis to the Coordinating Committee to assist in planning, and summative in that the Committee and Board of Trustees would receive a report summarizing opinions with respect to the years' programs.

It was proposed that the evaluation focus on some of the key elements of the program established by the Study Committee (see Appendix A). The following are some of the key elements which the evaluation will address.

It was proposed that the Leadership Development Program would:

- (1) be open to all interested educators,
- (2) be self-initiating (participants would not receive endorsements or rewards),
- (3) develop from perceived needs and receive "grass roots" direction,
- (4) allow participants to focus on those elements of the program which would be most useful in their own professional development, and
- (5) provide opportunities to acquire useful skills and knowledge.

I was also proposed that the Leadership Development Program be assessed on the basis of participants' opinions of both the general value of the program and the success of the program in meeting its objectives (see Objectives for Leadership Program, p. 2).

EVALUATION PROCEDURE

DESIGN AND SAMPLE

During the 1978-79 school year, the Leadership Development Program was assessed on the basis of participants' opinions of both the general value of the program and the success of the program in meeting its objectives.² The opinions of the participants in the session on Support Services to Schools and the Communications Skills workshops in the fall, and the Conflict Management workshops and the session on School Board Budget in the spring were gathered by means of short questionnaires specific to each workshop. During the week before the final wrap-up session, a general opinion questionnaire was distributed to all those who participated in at least one workshop during 1978-79.

INSTRUMENTS

I. Opinion Survey About the Session on Support Services to Schools

Questions were designed to ascertain participants' expectations of the sessions and to determine whether the session met their expectations. Other questions asked the participants what aspects of the session they found "most valuable" and "least valuable" and what suggestions they would make for improving the session.

II. Opinion Survey About the Communication Skills Workshop

Questions were designed to survey participants' opinions on:

- the importance of the objectives,
- the success of the workshop in meeting the objectives,
- the usefulness of the skills taught,
- participants' expectations,
- the value of the general aspects of the workshop,
- participants' suggestions for improving the workshop, and
- areas needing more emphasis and/or future exploration.

III. Evaluation of the Leadership Development Program - Conflict Resolution Workshop

The questions which constituted the survey about the Conflict Resolution Workshop were similar to those for the Communication Skills workshop, with the addition of one question concerning the value of repeating the workshop for other interested participants.

IV. Evaluation of the Leadership Development Program - Session on School Board Budget

The participants in the session on School Board Budget responded to the same questions as those posed to the participants in the session on Support Services to Schools.

-
2. The collection of more complete data on how the program was meeting the objectives was hindered by the broad terms in which the objectives were written.

V. Final Evaluation of the Leadership Development Programs

Several general questions were designed to survey the opinions of those who had participated in at least one workshop during 1978-79. Participants' opinions were sought on the following topics:

- reasons for participation in the 1978-79 L.D.P.,
- participants' expectations of the L.D.P.,
- success of the program in meeting objectives,
- value of the workshops attended,
- usefulness of the skills learned and knowledge gained,
- areas of skill development needing more emphasis and/or future exploration, and
- suggestions for improving the L.D.P.

ADMINISTRATION OF THE QUESTIONNAIRES

The questionnaires which were designed specifically for each of the four workshops evaluated, were administered to the participants during the final few minutes of the session. Participants were given 5 to 10 minutes to complete the questionnaires.

The final evaluation questionnaires were distributed on April 25th to all those who attended at least one session of the L.D.P. during 1978-79. Participants were requested to return the completed questionnaires at the final wrap-up session on May 1st or through the inter-office mail.

DATA ANALYSIS AND REPORTING THE RESULTS

Responses to the closed-ended questionnaire items were tallied and the frequency of responses for each choice is presented in the report. Responses to the open-ended questions are reported verbatim where there were few respondents and coded where the sample sizes were larger. The number of respondents making each comment is reported for both the verbatim and coded responses.

A short description of the four workshops evaluated and a full report of the participants' responses to the five questionnaires are appended as follows:

- APPENDIX C - SUPPORT SERVICES TO SCHOOLS
- APPENDIX D - COMMUNICATION SKILLS
- APPENDIX E - CONFLICT RESOLUTION
- APPENDIX F - SCHOOL BOARD BUDGET
- APPENDIX G - FINAL EVALUATION

A summary of the participants' responses is provided in the next section of this report.

RESULTS

The following is a summary of the participants' responses to the five questionnaires; full reports of the participants' responses are appended (see Table of Contents).

I. OPINION SURVEY ABOUT THE SESSION ON SUPPORT SERVICES TO SCHOOLS

This session focused on district support services available to classroom teachers and included presentations by representatives of Professional Development, Student Services, and the Coordinators and Consultants. Some of the highlights of the results of the evaluation are:

- 10 of the 18 respondents were teachers with regular classroom assignments and 3 were teachers with special assignments.
- 8 of the 18 respondents expected the session to provide a description of services, 3 expected an overview of services and 3 wanted a description of the organization of the V.S.B.
- for 15 of the 18 participants the session met their expectations.
- 15 respondents rated the session as being informative, interesting and beneficial.
- 1/3 of the participants suggested allotting more time for question/discussion; other suggestions included longer sessions, small discussion groups and a more informal atmosphere.

II. OPINION SURVEY ABOUT THE COMMUNICATION SKILLS WORKSHOP

This four-part workshop focused on critical communication skills needed by individuals acting in a leadership role. The results of the evaluation indicated that:

- the majority of participants (21 of 32) were teachers with regular classroom assignments; three were teachers with special assignments.
- all objectives were rated as "important" by most of the participants; the workshop was perceived by most respondents to be "successful" in (i) identifying communications methods and inherent strengths and weaknesses within each method and (ii) identifying external barriers to effective communications.
- almost all respondents perceived the skills taught to be useful in their present roles.
- for 21 respondents the workshop met their expectations.
- "leader overview", "content" and "small group" activities were three aspects of the workshop rated highly by a majority of the respondents.
- "more time required" (10)³, "more small group work" (8), "more practice" (6) and "more intensive work on each topic" (4) are some suggestions made by the participants.
- "communication in conflict situations" (4), "one-to-one and small group dynamics" (4) and "peer communications" (3) were areas needing more emphasis.
- "conflict management" (6) and "other forms of communication" (3) were suggestions for future exploration.

3. The number in parentheses refers to the number of respondents who made that comment.

III. EVALUATION OF THE LEADERSHIP DEVELOPMENT PROGRAM - CONFLICT RESOLUTION WORKSHOP

This four part workshop focused on the theories of conflict and the practising of skills for mediating and resolving conflict. The responses of the participants indicated that:

- the majority of the participants were either teachers with regular classroom assignments (15 of 22) or teachers with special assignments (4 of 22).
- objectives(ii) and (iii), "discussing styles and strategies appropriate to the participant's work setting" and "involving experiential learning activities," were most important.
- the workshop was most successful in meeting objective (i), "familiarizing participants with theoretical concepts".
- the skills taught were "useful" to 19 of 22 of the participants in their present roles.
- the workshop met the expectations of 16 of 22 of the participants; more skill development and more practice were needed.
- the handouts, leader overview and small group activities were the most valuable aspects of the workshop.
- 20 of 22 participants believed that the workshop was valuable enough to be repeated for other interested participants.
- more practice (4), more small group discussion (3), more time (3) and less lecturing(3) would improve the workshop.

IV. EVALUATION OF THE LEADERSHIP DEVELOPMENT PROGRAM - SESSION ON SCHOOL BOARD BUDGET

This session focused on the 1979 school board budget, how the budget is established, provincial and municipal funding, and how the mill rate is set. The highlights of the results of the evaluation are:

- 10 of 14 respondents were teachers; 8 had a regular teaching assignment and 2 had a special assignment.
- all of the participants indicated that the session met their expectations and one reported that the session surpassed expectations.
- all participants rated the session as either "quite" or "very" informative, interesting and beneficial.
- an outline of the information distributed in advance was suggested by 2 participants.

V. FINAL EVALUATION OF THE LEADERSHIP DEVELOPMENT PROGRAM

Eighty questionnaires were distributed to those who participated in at least one session of the 1978-79 L.D.P. Forty-six of the participants completed and returned their questionnaires. Their responses indicated that:

- the majority (70%) of the respondents were classroom teachers.

- "professional growth", "personal growth", "skill development", "general interest", "a better understanding of the school system" and "preparation for administrative/management positions" were reasons for participating in the 1978-79 L.D.P. which were each given by at least 10% of the respondents.
- the L.D.P. met the expectations of over 80% of the respondents.
- at least 60% of the respondents reported that the L.D.P. was successful at meeting objectives (a), (c), (f), and (g) (see Introduction, p. 2).
- the majority of the respondents who attended each workshop found it to be "of some value" or "of great value" and felt that it was worth repeating for another group of participants.
- 96% of the respondents (44 of 46) reported that they had gained some skills and knowledge; 41 of the these 44 respondents indicated that the skills and knowledge were useful in their present role.
- "time management" (5), "more on communication skills" (5), "dealing with stress" (2), "more on conflict resolution" (2), "assertiveness training" (2), "public relations" (2), "curriculum development" (2), and "problem-solving" (2) were some suggestions made for future workshops.
- "not rescheduling meetings (4), "more practical aspects" (3), "longer courses" (2), "less informational and more skill development workshops" (2), and "extension courses for this year's participants" (2) were some of the suggestions made for improving the L.D.P.

DISCUSSION

Since the results of the evaluation of the specific workshops (Appendices C-F) have been fed back to the Coordinating Committee on an ongoing basis, this part of the report will deal primarily with the evaluation of the total 1978-79 Leadership Development Program and the results of the Final Evaluation (Appendix G). It was proposed that the evaluation focus on (a) the key elements of the program established by the Study Committee and on (b) the participants' opinions of both the general value of the program and the success of the program in meeting its objectives. Participants' suggestions for future workshops and participants' suggestions for improving the L.D.P. will also be summarized.

KEY ELEMENTS OF THE PROGRAM

The Study Committee proposed (see Appendix A) that the Leadership Development Program would be open to all interested educators. Participation in the Leadership Development Program was open to interested educators in all roles. The breakdown of respondents to the Final Evaluation questionnaire by position indicated that the majority of the participants (approximately 70%) were teachers with regular classroom assignments. Eleven percent were teachers with special assignments and another 11% were school administrators. Some of the positions of the other respondents were: Senior/Head Teacher (2), Consultant/Coordinator (1), Area Counsellor (1), Department Head (1), Staff Assistant (1) and a University Professor (1).

It was proposed that the L.D.P. would be self-initiating--participants would not receive endorsements or rewards. The reasons given by the respondents to the Final Evaluation questionnaire for deciding to participate in the 1978-79 L.D.P. indicated that participation was self-initiated. "Professional growth", "personal growth", "skill development", "general interest" and "a better understanding of the school system" were reasons for participating each given by at least 10% of the respondents.

It was intended that the L.D.P. develop from perceived needs and reflect "grass roots" directions. The membership of the Study Committee and the present Coordinating Committee, with delegates from both Teachers' Associations, both Administrators' Associations, the Coordinators' Association and V.S.B. officials, has provided direction in the interests of almost all educators. The initial session of the L.D.P., Opportunities for Leadership Development, was designed (a) to orient possible participants to the program and the logistics of how to become involved, and (b) to obtain from participants an indication of their needs and expectations of the L.D.P. The latter information was used as a focus for the workshops planned for 1978-79. The participants' opinions, which were expressed during the evaluation of four of the workshops, were fed back to the Coordinating Committee for future planning. The final wrap-up session directly involved the participants and members of the Coordinating Committee in discussions of the 1978-79 L.D.P. and future workshops. Over 80% of the respondents to the Final Evaluation questionnaire indicated that the 1978-79 L.D.P. met their expectations. Thus it seems apparent that the L.D.P. did develop from perceived needs and involve directions from "grass roots" levels.

It was proposed that the L.D.P. would allow participants to focus on those elements of the program which would be most useful in their own professional development. The L.D.P. was designed so that participants could choose to attend only those workshops which were of interest to them. It was apparent in the analysis of the Final Evaluation questionnaires that participants could be divided into three groups--(a) those interested in the "information" sessions only (e.g., The School System - Organization and Structure, Funds Available to Schools, Support Services to Schools, School Board Budget and School Board Policies), (b) those interested in the "skill development" sessions only (e.g., Communication Skills and Conflict Resolution), and (c) those interested in both the "information" and "skill development" sessions.

It was intended that the L.D.P. would provide opportunities for participants to acquire useful skills and knowledge. Ninety-six percent of the respondents to the Final Evaluation questionnaire reported that they had gained some skills and knowledge as a result of attending the L.D.P. Approximately 90% of those respondents indicated that the skills and knowledge gained were "of great use" or "of some use" in their present role. Only three of the 46 respondents indicated that the skills and knowledge were "of little use" and two of the three reported that they were "of little use" in their present positions but would be useful in the future.

GENERAL VALUE OF THE PROGRAM

As stated in the previous section, over 80% of the respondents to the Final Evaluation questionnaire indicated that the L.D.P. met their expectations and approximately 88% reported that they had acquired useful skills and knowledge. The majority of the respondents who attended each workshop found them to be "of some value" or "of great value" and felt they were worth repeating for another group of participants.

SUCCESS OF THE PROGRAM IN MEETING ITS OBJECTIVES

The determination of the program's success in meeting its objectives is based on participants' opinions since the collection of more complete data was hindered by the broad terms in which the objectives were written. At least 60% of the respondents to the Final Evaluation questionnaire reported that the L.D.P. was successful or moderately successful at providing opportunities for participants to:

- (a) become increasingly aware of themselves as educational leaders,
- (c) develop and to refine personal and professional goals, objectives and strategies,
- (f) become knowledgeable about various forms of educational management, and
- (g) become increasingly effective at working with colleagues, parents and the educational community.

Many respondents did not know how to rate objectives (b), (d) and (e) or felt that these objectives were not applicable to them. Almost half of the respondents objected to being asked to rate the success of the L.D.P. in meeting its objectives because they felt (1) that they could not comment on success

having only attended one session or (2) that some of the objectives were not applicable or (3) that they could not put a "blanket" statement on all sessions. It is also important to remember that not all of the seven objectives were addressed by the Coordinating Committee on 1978-79.

SUGGESTIONS FOR FUTURE WORKSHOPS

The following are some suggestions made by the respondents to the Final Evaluation questionnaire for subjects of future workshops:

- time management,
- more on communication skills,
- dealing with stress,
- more on conflict resolution.
- assertiveness training,
- more on curriculum development, and
- problem-solving.

SUGGESTIONS FOR IMPROVING THE LEADERSHIP DEVELOPMENT PROGRAM

The following are some suggestions made by the respondents to the Final Evaluation questionnaire for improving the L.D.P.:

- not rescheduling meetings,
- more practical aspects,
- longer courses,
- less "informational" and more "skill development" sessions,
- extension courses for this year's participants, and
- written information received ahead of time.

SUMMARY AND CONCLUSIONS

All the key elements of the program established by the Study Committee (see p. 5) were present in the 1978-79 Leadership Development Program (L.D.P.).

- (1) The L.D.P. was open to all interested educators and was attended by a good cross-section of V.S.B. professional staff.
- (2) Participation in the L.D.P. was self-initiated.
- (3) The L.D.P. was developed from the perceived needs of potential participants and received "grass roots" direction at many stages of the planning process.
- (4) The L.D.P. was designed so that participants could choose to attend only those sessions which were of interest to them.
- (5) Approximately 88% of the participants acquired useful skills and knowledge from attending the L.D.P.

Almost all participants rated the general value of the L.D.P. highly, and the majority felt the workshops were worth repeating for another group of participants.

Although the Coordinating Committee did not focus on some of the objectives from the 1978-79 program, the L.D.P. was successful or moderately successful at meeting four of its seven objectives for the participants of the first year of the program.

The participants provided the Coordinating Committee with many suggestions for future workshops and many suggestions for improving the L.D.P.

APPENDIX A

REPORT OF THE STUDY COMMITTEE
ON A LEADERSHIP DEVELOPMENT PROGRAM

REPORT
OF THE
STUDY COMMITTEE ON A LEADERSHIP DEVELOPMENT PROGRAM

MARCH 1978

COMMITTEE MEMBERS:

Alf Clinton (Chairperson)
Al Crawford
Steve Cuthbertson
Bob Dowding
Charles Frizell
Barbara Hartney
Ken McKenzie
Peggy Reed (Resource Person)
Lou Rosse
Jack Schellenberg
Dennis Tupman
Art Vallis

LEADERSHIP DEVELOPMENT PROGRAM

INTRODUCTION

In February 1977 the Administrators' Training Program Steering Committee (ATP) recommended that a moratorium be placed on the Administrators' Training Program during the 1977/1978 school year. (See Appendix A). The steering committee stated:

"It is anticipated that the year of study and development by the Steering Committee and officials will result in an appropriate alternative program which will be of long term value to the system and will provide leadership development opportunities for those who aspire to and/or show potential for such positions within the field of education."

As a result of the ATP Steering Committee's direction, a study committee for a leadership development program was struck in the spring of 1977. It is composed of representatives of the five associations and education officials of the VSB. (See Appendix B). This committee had its first meeting on June 22, 1977. Subsequent meetings were held throughout the fall.

This report will describe briefly the broad phases of committee study: reading and discussion of the concept of "leadership"; identification of purposes for a leadership program; identification of components of a leadership program; and program design and planning in order to provide the VSB officials with a base for considering a leadership program for educational personnel within the system.

DEFINITION OF LEADERSHIP:

Prior to attempting to consider possible leadership programs for educational personnel in the Vancouver school system, the study committee worked to establish a definition of leadership. Its definition of leadership is:

"The ability and willingness to take the initiative and to facilitate solutions."

LEADERSHIP PROGRAMS FOR WHOM?

The committee then considered who were the educational leaders within a school system. After considerable discussion, it agreed that there were a number of informal as well as formal leadership responsibilities which all educators must assume from time to time. The committee concluded, that because all educators have opportunities to provide leadership, inservice programs in the area of leadership should be made available to all interested professionals. Further, such inservice programs should be broad enough in scope and versatile enough in implementation to meet a range of professional needs.

INSERVICE OBJECTIVES FOR AN EDUCATIONAL LEADERSHIP PROGRAM:

The committee decided that a leadership program which would be available to all interested educational personnel must have a number of broad objectives. It agreed that participants involved in such a program needed opportunities to:

- 1) become increasingly aware of themselves as educational leaders;
- 2) understand how adults learn in order to develop appropriate professional development programs;
- 3) develop and refine personal and professional goals, objectives and strategies;
- 4) develop means of assessment of self, colleagues, pupils, and educational resources;
- 5) become skilled in curriculum development and implementation;
- 6) become competent at various forms of educational management;
- 7) become increasingly effective at working with colleagues, parents, and the educational community.

WHAT SKILLS? WHAT INFORMATION FOR EDUCATIONAL LEADERSHIP?

After considerable debate, the study committee was able to agree upon some major skills which educational leaders need and which can be applied in a wide range of situations. These skills are:

- | | |
|-------------------------------------|------------------------|
| * defining goals and objectives | * conducting meetings |
| * designing instructional sequence | * committee work |
| * designing individual lessons | * classroom management |
| * individualizing instruction | * group roles |
| * assessing student performance | * team building |
| * evaluation of instruction | * counselling |
| * curriculum interpretation | * group dynamics |
| * planning and conducting workshops | * educational change |
| * communication skills | * goal setting |
| * problem solving | * supervision |
| * decision making | * program evaluation |
| * conflict management | * needs assessment |
| * public relations | * time management |

The committee then considered the kinds of information which leaders need in order to "unlock the educational system." Examples of some of the information considered important were:

- | | |
|-------------------------------|--|
| * school and district budgets | * roles of teaching and non-teaching personnel |
| * School Board organization | * school law |
| * Purchasing | * School Board policies |
| * Maintenance & Operations | * support services |
| * system planning | |

As one can see, many of the elements are similar to those inherent in the Administrators' Training Program (See Appendix C). The study committee included additional skills, however, because it was considering a larger group of educational leaders. Also, it wanted a leadership program to provide for a wide range of needs. It agreed that participants need only become involved in those facets of the program which they believed to be critical to their roles as leaders.

PROGRAM ORGANIZATION

Because the skills and knowledge necessary for effective leadership are numerous and far ranging, the committee considered how a program might be developed which would allow for effective implementation. Major components of a leadership program were identified by clustering the skills and information which were considered important. These components are: "Know the System;" "Interpersonal Skills;" "Instructional Design Skills," and "Management Skills." The critical skills and information were classified as follows:

<u>KNOW THE SYSTEM</u>		
- School and district budgets - School Board organization - Purchasing - Maintenance & Operations - System Planning - Roles of teaching & non-teaching personnel - School law - Board policies - Support services		
<u>INSTRUCTIONAL DESIGN SKILLS</u>	<u>INTERPERSONAL SKILLS</u>	<u>MANAGEMENT SKILLS</u>
- Definining goals & objectives - Designing instructional sequences - Designing individual lessons - Individualizing instruction - Assessing student performance - Evaluation of instruction - Curriculum interpretation - Planning and conducting inservice workshops	- Communication skills - Problem solving - Decision making - Conflict management - Participating in meetings - Facilitating committee work - Classroom management - Group roles - Team building - Counselling - Group dynamics	- Communication skills - Problem solving - Decision making - Educational change - Goal setting - Supervision - Program evaluation - Needs assessment - Time management - Public relations - Conducting meetings

PROGRAM DESIGN

Since the study committee wanted the leadership program to be responsive to the needs of teaching staff, it decided that the actual design and content of programs must be determined by the participants. For example, any one of the skills could be the focus of a single workshop or series of workshops. Alternatively, some of the skills relating to each component might be considered simultaneously as part of a workshop package.

PROGRAM IMPLEMENTATION

Professional Development personnel within the district would need to assume responsibility for assisting interested parties in the following phases: articulation of professional needs; planning of programs, and implementation of programs.

RESOURCE PEOPLE FOR A LEADERSHIP PROGRAM

Suitable resource personnel within the district and at the universities would be invited to assist in the implementation of the program.

COMMITTEE INVOLVEMENT IN THE LEADERSHIP PROGRAM

The study committee agreed that further planning and coordination of the leadership program will need to be carried out during the implementation stage. It recommends that: (A) a mixed committee of twelve members be struck for this purpose (six association representatives and six invited members); (B) this committee be known as the Coordinating Committee for the Leadership Development Program. The committee would be chaired by the Assistant Superintendent of Professional Development.

ADVERTISEMENT FOR THE LEADERSHIP PROGRAM

Brochures which would advertise the availability of professional development in the area of leadership would be distributed to all educational personnel. (See Appendix D). Key personnel would be asked to participate in the program and to encourage other staff members to initiate and participate in such programs. Promotion of the program would also be carried on by the associations' executive.

BUDGET

Monies would need to be budgeted for: refreshments at workshops, advertisement, the development of information packages and honoraria for resource personnel used. The committee recommends that the budget for the Fall 1978 program be \$3,000.00 and that a budget of \$8,000.00 be considered for 1979.

KEY ELEMENTS IN THE LEADERSHIP PROGRAM. IT WOULD:

- 1) provide opportunities for people with leadership abilities or leadership responsibilities to acquire skills;
- 2) be self initiating (with no endorsements required);
- 3) exclude a university screening process;
- 4) receive "grassroots directions" since it is designed to develop from perceived needs;
- 5) draw on resource personnel largely from within the Vancouver School system.

WOULD THE LEADERSHIP PROGRAM HELP "ASPIRING" ADMINISTRATORS ACQUIRE POSITIONS?

The study committee assumes that those individuals who engage in part(s) of the leadership program would document their participation in such a program(s) on their curriculum vitae or in letters of application. However, it should be noted that participation in such programs is not required to obtain an administrative position.

PROGRAM REGISTRATION

We suggest that general forms be available in every school office. Any interested person would use the form to register for one or more sections of the program. Registration forms would be returned to Professional Development Services for processing. Where registration for a section is greater than available space the Coordinating Committee will select registrants. All registrations will be confirmed in writing.

SUMMARY

The study committee hopes that its report references pertinent considerations regarding a potentially useful professional development program for the Vancouver school system. Refinement of topics and facilities is expected if this proposal is accepted and a standing committee is struck.

PR:eap

1978/03/10

Vancouver School Board - Education Services Group
Professional Development Services

RE: The Program for the Early Identification, Selection and
Training of School Administrators (A.T.P.)

For the past five years, the Administrator Training Program has been used to identify, select and train potential school administrators. This program can generally be considered to have fulfilled its purpose. Each year the program has been reviewed and modified as a result of comments and recommendations from the Steering Committee, VSB officials and participants in the program.

Recent developments have led the Steering Committee to feel that it is time for a major modification of the program. For example, the rapid decline in enrollments with a resultant decrease in anticipated administrative positions has led the Steering Committee and senior officials to believe that the program's focus may need to be altered. It would seem to be unwise to continue a selection and training program which produces a continually growing pool of candidates for administrative positions when the demand for such positions is in decline, or stable at best.

The Steering Committee, therefore, has recommended to the senior officials that the present A.T.P. be discontinued at the conclusion of this term's program. During the next year the Steering Committee and senior officials will study alternatives to the present program and will develop a suitable program which will commence in September 1978.

The current procedures for appointing candidates to the position of Vice-Principal will remain in effect until June 1977. This means that the only eligible candidates will continue to be those who have previously completed the Administrator Training Program, those who have participated in the 1976 - 77 program and a maximum of five outside candidates.

During the 1977 - 78 school year, no Administrator Training Program will be in operation, therefore, when positions are advertised in the spring of 1978, applications will be open to anyone with the necessary academic qualifications and professional experience. The pool of graduates of the Administrator Training Program will no longer exist as an exclusive entity, but it can be assumed that the experience gained through participation in the program should be an advantage for those individuals in future competitions.

It is anticipated that the year of study and development by the Steering Committee and officials will result in an appropriate alternative program, which will be of long-term value to the system and will provide leadership development opportunities for those who aspire to and/or show potential for such positions within the field of education.

Submitted by: Administrator Training Program Steering Committee -

Alf Clinton, Chairman
Frank Dick
Daryl Parker
Lou Rosse
Rae Bates
Ken Macpherson

Ray Rintoul
Shirley Nalevykin
Walter Hartrick
John Wormsbecker
Stanley French

16/2/77

APPENDIX B

LEADERSHIP DEVELOPMENT COMMITTEE

Alf Clinton	- Assistant Superintendent, Professional Development Services (Chairperson)
Peggy Reed	- Intern, Professional Development Services (Resource Person)
Al Crawford	- Vancouver Elementary School Teachers' Association
Steve Cuthbertson	- Vancouver Schools Administrators' Association (Elementary)
Bob Dowding	- Area Assistant Superintendent (West Area Office)
Charles Frizell	- President, Vancouver Secondary Teachers' Association
Barbara Hartney	- Vancouver Elementary School Teachers' Association
Ken McKenzie	- Vancouver Schools Administrators' Association (Secondary)
Lou Rosse	- Vancouver Schools Administrators' Association (Secondary)
Jack Schellenberg	- Vancouver Secondary Teachers' Association
Dennis Tupman	- Vancouver Schools Coordinators' Association
Art Vallis	- Vancouver Schools Administrators' Association (Elementary)

APPENDIX C

ELEMENTS IN THE ADMINISTRATORS' TRAINING PROGRAM

Technical - Managerial

- Vancouver School Board organization
- Role responsibilities
- Staffing
- Planning
- Computer Services
- Student Services
- Support Services
- Business Administration
- School Administration

Human - Managerial

- Administration and human organization
- The Management of Conflict
- Professional Relations and Ethics

Technical Educational (Curriculum)

- Needs Assessment
- Managing and Effecting Change
- Basics of Program Development
- Program Evaluation

Speculative - Creative Dimension

- Social Diagram - another way of thinking about school organization
- Problem Analysis and solution
- Contemplating futures

LEADERSHIP DEVELOPMENT PROGRAM

A. Opportunities for Leadership Development

Tuesday, September 20

This session will orient participants to the professional development possibilities inherent in the Leadership Program. The workshop will provide participants with opportunities to share ideas on how to become more involved professionally with colleagues. The group will explore the many types of leadership responsibilities (e.g. -- being a delegate to: the B.C.T.F. Annual General Meeting, the VESTA proportional representative, the VSTA Council, the School Consultative Committee or being involved in extra-curricular school activities like inter/intra murals, school patrol, student council sponsor) and individual opportunities (e.g. -- exchanges with other teachers) in the system.

B. Keys to Understanding the Vancouver School System

1. School System Organization and Structure

Tuesday, September 26

Tuesday, October 3

Tuesday, October 10

Discussion will centre on:

- (1) the Vancouver School System as a whole
- (2) the functions of each of its parts
- (3) the roles and responsibilities of teaching and non-teaching personnel

2. District Budget

Tuesday, October 17

The structure and purpose of each section of the Vancouver School District Budget will be examined. Its relationship to the Provincial Educational Budget will be discussed.

3. School Budget and Other Sources of Funds for Individual Teachers

Tuesday, October 24

Educational financing will be discussed from the classroom teachers' point of view.

4. Vancouver School Board Policies

January, 1979

This series will deal with Board policies as they relate to the Public Schools Act and personnel within the Public School System.

5. Support Services

Wednesday, November 1, 1978

This workshop will focus on Vancouver District support services (i.e. -- student services, professional development, etc.) available to classroom teachers.

C. Interpersonal Skills

1. Communication Skills

Wednesday, November 8, 15, 22, 29

This workshop series will focus on some of the communication skills needed by individuals acting in a leadership role.

Participants will have opportunities to develop skills in understanding the other person and helping others understand them as individuals.

2. Future workshops will be offered in the following areas:

- Problem solving
- Decision making
- Conflict management
- Participation in meetings
- Facilitation of committee work
- Classroom management
- Group roles
- Team building
- Counselling
- Group dynamics

D. Instructional Design Skills

Future workshops will be offered in the following areas:

- Designing goals and objectives
- Designing instructional sequence
- Designing individual lessons
- Individualizing instruction
- Assessing student performance
- Evaluation of instruction
- Curriculum interpretation
- Planning and conducting inservice workshops

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- Designing goals and objectives
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- Designing individual lessons
- Individualizing instruction
- Assessing student performance
- Evaluation of instruction
- Curriculum interpretation
- Planning and conducting inservice workshops

E. Management Skills

Future workshops will be offered in the following areas:

- Problem solving
- Decision making
- Educational change
- Goal setting
- Supervision
- Program evaluation
- Needs assessment
- Time management
- Public relations

APPENDIX B

MEMBERSHIP OF THE COORDINATING COMMITTEE FOR THE
LEADERSHIP DEVELOPMENT PROGRAM

MEMBERSHIP OF THE COORDINATING COMMITTEE FOR THE
LEADERSHIP DEVELOPMENT PROGRAM

Bob Brett	Vancouver Schools Administrators' Association (Secondary)
Al Cazes	Vancouver Secondary Teachers' Association
Steve Cuthbertson	Vancouver Schools Administrators' Association (Elementary)
Bob Dowding	Area Assistant Superintendent
Barbara Hartney	Vancouver Elementary School Teachers' Association
Pat Haslam (Resource Person)	Intern, Professional Development Services
Howard Inouye	Vancouver Elementary School Teachers' Association
Norm Lee	Vancouver Schools Administrators' Association (Secondary)
Stewart Martin (Chairperson)	Assistant Superintendent, Professional Development and Curriculum Services
Ed Stubbs	Vancouver Secondary Teachers' Association
Dennis Tupman	Vancouver Schools Coordinators' Association
Art Vallis	Vancouver Schools Administrators' Association (Elementary)

APPENDIX C
SUPPORT SERVICES TO SCHOOLS

IA - DESCRIPTION OF THE SESSION ON SUPPORT SERVICES TO SCHOOLS

The session on Support Services to Schools was held November 1, 1978 between 7:00 - 9:00 p.m. at the Teacher Centre and was chaired by Dennis Tupman. Dr. John Wormsbecker opened the session with a brief description of the Education Services Group and an overview of the different services provided. Dr. Stewart Martin provided a description of Professional Development Services which included the historical aspect, philosophy, policies and problems of that department. Warren Dohemann described the role of coordinator and consultants and the services provided by this department. Don Dawson described the organization of Student Services and the V.S.B. policies and procedure for obtaining special help for students with special needs which included references to identification, the school-based team, the referral process, and central screening. Colin McDougall presented the participants with a pencil-and-paper activity and described the counsellor's role in Student Services.

1B - OPINION SURVEY ABOUT THE SESSION ON SUPPORT SERVICES TO SCHOOLS

Eighteen participants completed the opinion survey about the session on Support Services to Schools . The breakdown of participants by position was as follows:

	<u>Number</u>
Teacher (regular classroom assignment)	10
Teacher (special assignment)	3
Consultant/Co-ordinator	2
School administrator	1
Department head	1
U.B.C. Faculty	1

When asked what their expectations were for the session, eight of the eighteen participants reported that they expected a description of services available to teachers. Three respondents expected an overview of services and three wanted a description of the structure or organization of the V.S.B. All responses are noted in Table 1.

TABLE 1

Participant Expectations For The Session.

<u>COMMENTS</u>	<u>Number Of Respondents Making Each Comment⁴ (N=18)</u>
Description of services available to teachers	8
Overview of services	3
Structure/organization of V.S.B.	3
How to make better use of support services	2
Insight into/description of roles	2
To become better informed	2
Additional knowledge about support services	2
To gain info on E.S.G.	1
General and specific objectives of V.S.B. policies	1
To find out how support services operate	1
Information to help teachers in their work with students	1
Opportunities to interact	1

4. Since many respondents made more than one comment, the total number exceeds 18.

For fifteen of the eighteen participants, the session met their expectations. A "good overview", "speakers gave informative presentations", and the "session was informative/well-presented" were comments each made by three participants. Two participants reported that the session provided a "good explanation" and answered their questions. Other comments each made by one respondent only are - (the session)

- . made me more aware of the roles of V.S.B. people in charge of services (1)
- . identified problem and positive points (1)
- . indicated how pressures on the budget affect support services (1)
- . demonstrated how psychological counselling services work (1)

One participant indicated that the session did not meet his/her expectations and two participants did not respond. Reasons given by these three participants were "knew most of it", "no opportunity to interact" and "group too large".

Participants were asked to rate the session as to how "informative", "interesting" and "beneficial" it was on a five-point scale (which ranged from "Not at all" to "Very"). The numbers of participants choosing each rating are presented in Table 2.

TABLE 2
Participant Rating of Session

	Number of Respondents Making Each Choice (N=18)				
	Not at all		Somewhat		Very
PLEASE RATE THIS SESSION IN TERMS OF ITS BEING:					
informative.	0	0	3	7	8
interesting.	0	0	3	10	5
beneficial.	0	0	3	9	6

Fifteen of eighteen respondents rated the session as being informative, interesting and beneficial (positive end of the scale).

Respondents were asked to describe the aspect of the session that they found most valuable. One third of the participants reported that "learning about the roles of the consultants and co-ordinators" was most valuable. Three respondents perceived the presentation on Professional Development and the presentation on Student Services, respectively, to be most valuable. Other responses each made by one person only include:

- . paper outlines (1)
- . understanding roles (1)
- . finding out how each department is working to improve its role (1)
- . information on the extent of commitment (1)
- . co-ordination of support services (1)
- . each presentation (1)
- . seeing and hearing people involved in each area (1)
- . obtaining "feel" of participants - "district concerns" (1)
- . knowledge about available workshops (1)
- . information (1)

When asked what aspect of the session they found least valuable, three respondents reported that no aspect ("none") of the workshop could be rated least valuable. The responses of those participants who did answer the question are:

- . presentation on student services (2)
- . rehash of general comments/programs already documented (2)
- . lack of interaction between speakers and group (2)
- . introduction (1)
- . presentation on Professional Development (1)

Table 3 presents the suggestions of the participants for improving the session.

TABLE 3

Suggestions For Improvement

SUGGESTIONS	Number of Respondents Making Each Comment (N=18)
More question/discussion time	6
Longer session/more time	3
Small discussion groups	2
More informal atmosphere/change seating arrangements	2
More time given to individual speakers	1
More "hands on"	1
Include people who work directly in the schools	1
No change	1

One-third of the participants suggested that allotting more time for questions or discussion would improve the session. Other suggestions included "Longer sessions", "Small discussion groups" and "More informal atmosphere".

APPENDIX D
COMMUNICATION SKILLS

II A DESCRIPTION OF THE COMMUNICATION SKILLS WORKSHOP

The Communication Skills Workshop involved four two-hour sessions.

SESSION	DATE	PRESENTER(S)
1	November 8	Mike Dwyer
2	November 15	Mike Dwyer
3	November 22	Mike Dwyer and Jerry Staley
4	November 29	Mike Dwyer and Ted Hunt

The objectives for the session, determined through a telephone survey of participants' expectations, were as follows:

"Following the workshop the participants will:

1. have identified communications methods and the inherent strengths and weaknesses within each method.
2. have identified external barriers to effective communications.
3. have related internal and external communications barriers to the Educator's role - i.e., staff, parent, administration and student relationships.
4. have practised some techniques for minimizing communications barriers in each relationships.
5. have privately conducted a self assessment of communications strengths and weaknesses and have begun development of, where necessary, a self improvement program."

The presenters used a combination of large group presentations, small group discussions and small group activities to cover the following topics:

- methods of communication,
- internal and external communication barriers,
- observed/experienced barriers to real world situations,
- minimizing communication barriers,
- overcoming internal/external communication barriers,
- communicating with/within small groups,
- improving small group communications,
- developing feed-back within large groups, and
- dealing with large groups.

In addition, participants were encouraged to make a private assessment of their communication skills near the beginning of the workshop, and again at the end, and to plan a self-developed improvement program.

IIB - OPINION SURVEY ABOUT THE COMMUNICATION SKILLS WORKSHOP

The opinions of 32⁵ participants are summarized in this report. A breakdown of participants by role and a breakdown of attendance at the four sessions are reported in Tables 1 and 2, respectively.

TABLE 1

Present Role of the Participants

Present Role	Number
Teacher (regular classroom)	21
Teacher (special assignment)	3
School administrator	3
Consultant/Co-ordinator	1
Area Counsellor	1
Senior teacher	1
Staff Council Chairman	1
Counsellor	1
Instructor	1
Intern	1
Researcher	1

The majority of the participants were teachers with regular classroom assignments. The total number of respondents indicating a role in Table 1 is greater than 32 because three respondents reported two roles.

-
5. A total of 33 participants completed the evaluation form, but the opinions of one person who attended one session only have been excluded.

TABLE 2

Attendance

Session	Date	Presenters	Number	Percent
1	November 8	Mike Dwyer	30	94
2	November 15	Mike Dwyer	30	94
3	November 22	Mike Dwyer Jerry Staley	26	81*
4	November 29	Mike Dwyer Ted Hunt	21	66*

The first two sessions were the best attended. (*Reduced attendance at the final two sessions may be attributed to parent-teacher interviews scheduled for the evenings at the end of November.)

Rating of Objectives

Five objectives were designed for the Communication Skills Workshop from a telephone survey of participants' expectations. The respondents were asked to rate each objective (on a five-point scale) in terms of:

- (a) how important the objective was for them, and
- (b) how successful the workshop was in meeting the objective.

Responses concerning the importance of the objectives and the success of the workshop in meeting the objectives are reported in Tables 3 and 4.

TABLE 3

Importance of the Objectives.

Objectives	Frequency of Responses (N=32)				
	Not at all Important		Important		Very Important
Following this workshop the participants will:					
i) have identified communications methods and the inherent strengths and weaknesses within each method.	0	0	9	12	11
ii) have identified external barriers to effective communications.	0	0	11	7	14
iii) have related internal and external communications barriers to the Educator's role- i.e., staff, parent, administration and student relationships.	0	0	13	9	10
iv) have practised some techniques for minimizing communications barriers in each relationship.	1	0	7	8	16
v) have privately conducted a self assessment of communications strengths and weaknesses and have begun development of, where necessary, a self improvement program	0	1	7	7	17

As 23 or more (over 70%) of the respondents indicated importance at the positive end of the scale, objectives (i), (iv), and (v) appeared to be the most important.

TABLE 4

Success of the Workshop in Meeting Objectives.

Objectives	Frequency of Responses (N=32)				
	Not at all Successful		Successful		Very Successful
Following this workshop the participants will:					
i) have identified communications methods and the inherent strengths and weaknesses within each method.	0	1	18	6	7
ii) have identified external barriers to effective communications	0	0	11	13	8
iii) have related internal and external communications barriers to the Educator's role - i.e., staff, parent, administration and student relationships.	0	9	14	5	3
iv) have practised some techniques for minimizing communications barriers in each relationship.	0	6	16	8	2
v) have privately conducted a self-assessment of communications, strengths and weaknesses and have begun development of, where necessary, a self-improvement program.	0	6	12	10	4

The workshop was most successful in meeting objective (ii) (identifying external barriers to effective communications) and least successful in relating internal and external barriers to the Educator's role (objective (iii)).

It is interesting to note that approximately 20% of the respondents felt that the workshop was not successful in meeting objectives (iv) and (v) - two objectives reported to be very important by at least half the respondents.

Usefulness of Skills Taught

Ninety-seven percent (31) of the respondents perceived the skills taught during the workshop to be useful in their present role. No one answered this question negatively; the remaining participant did not respond. Thirteen respondents commented on this question. Comments made by two or more participants are summarized below.

- . skills taught are valuable/useful/important (4)
- . skills taught are valuable in peer relations (2)
- . skills taught are valuable for parent-teacher interviews (2)
- . concerned about superficial coverage of skills (2)

Participant Expectations

For about two-thirds of the participants (21 of 32), the workshop met their expectations. Seven respondents reported that the workshop did not meet their expectations and four respondents indicated both "yes" and "no". Four of the eleven participants who checked either "no" or "yes" and "no" commented that they expected more practice and more practical examples; two others expected more on peer communications.

Value of Some General Aspects of the Workshop

The participants rated the value of seven general aspects of the workshop. Their responses are presented in Table 5.

TABLE 5

Value of Some General Aspects of the Workshop

	Frequency of Responses (N=32)				
	Very Worthwhile		Worthwhile		Not at all Worthwhile
Content	9	15	8	0	0
Format	7	9	14	2	0
Large Group Discussion	6	12	11	2	1
Small Group Activities	11	10	7	3	1
Handouts (No Response (NR) = 2)	6	11	10	3	0
Overhead materials (NR = 1)	6	11	10	4	0
Leader overview, review, etc. (NR = 1)	12	12	6	1	0

"Leader overview" was rated by the most participants (76%) as being valuable. The "format" was found to be the least valuable aspect of the workshop with only 50% of the respondents indicating the positive end of the scale.

Suggestions for Improvement of Workshop

Twenty of the 32 respondents made suggestions for improving the Communication Skills Workshop. Their comments are summarized in Table 6.

TABLE 6

Participants' Suggestions for Improvement

SUGGESTIONS	Number of Respondents Making Each Comment (N=32)
Longer workshops/more time	10
More small group work	8
More practice	6
More intensive work on each topic/less material covered	4
Have M. Dwyer do all sessions	2
No role-playing	2
Different time of day	2
Same content	2
Other comments ⁶	7

Almost one third of the participants suggested that more time was required - either longer sessions or more sessions. More small group work was suggested by one quarter of the respondents. More practice and more intensive work on each topic were also suggested by several participants.

6. Included under "other comments" are those suggestions made by one respondent only.

Areas of Communications Skills Needing More Emphasis

When asked what areas of communication skills should have received more emphasis in the Workshop, 23 respondents made a suggestion. Comments made by two or more participants are summarized below.

- . communication in conflict/confrontation/"problem" situations (4)
- . one-to-one and small group dynamics (4)
- . peer communications (3)
- . teachers in leadership roles/delegation (2)
- . public speaking/large group communication (2)
- . all areas/more of everything (2)

Suggestions for Future Exploration of Communications Skills

Other areas of communication skills that two or more participants suggested for exploration in future workshops include.

- . conflict management/mediation/negotiation (6)
- . other forms of communication, i.e., media, non-verbal (3)
- . role of group leader/leadership (2)
- . one-to-one communication/interviewing (2)

Other Comments

Eleven respondents made other comments on the workshop. Seven participants commented favourably, i.e., "very enjoyable", "Mike was superb"; three made negative comments, i.e., "feeling of being manipulated", "poor timing" (November) and two respondents repeated previous suggestions, i.e., "more time" and "more intensive coverage of skills" needed.

APPENDIX E
CONFLICT RESOLUTION

IIIA - DESCRIPTION OF THE CONFLICT RESOLUTION WORKSHOP

All four sessions of the Conflict Resolution Workshop (February 26, March 6, March 13 and March 20) were led by Dale Michaels. The overall objectives of the workshop were as follows:

"Participants will have an opportunity to:

1. become familiar with theoretical concepts dealing with conflict and conflict resolution.
2. discuss conflict styles and conflict resolution strategies as appropriate to each participant's work setting.
3. be involved in experiential learning activities to illustrate concepts in conflict resolution strategies."

The workshop leader combined the lecturing format and experiential activities and provided a number of handouts. Topics covered included:

- types and sources of conflict,
- the conflict process,
- conflict resolution or suppression,
- methods of conflict resolution and problem solving,
- strategies for dealing with conflict,
- attitudes and problem solving,
- the integrative decision-making process,
- organizing for conflict or cooperation,
- leadership roles,
- organizing to avoid conflict, and
- changing conflict resolution skills and behaviour.

IIIB - EVALUATION OF THE LEADERSHIP DEVELOPMENT PROGRAM

- CONFLICT RESOLUTION WORKSHOP

The opinions of 22 participants in the Conflict Resolution Workshop are summarized in this report. A breakdown of participants by role and a breakdown of attendance at the four sessions are reported in Tables 1 and 2, respectively.

TABLE 1

Present Role of the Participants

Present Role	Number
Teacher (regular classroom assignment)	15
Teacher (special assignment)	4
Consultant/Coordinator	1
School Administrator	1
Researcher	1

The majority of the respondents were teachers with regular classroom assignments.

TABLE 2

Attendance

Session	Date	Number	Percent
1	February 26	18	82
2	March 6	17	77
3	March 13	19	86
4	March 20	22	100

At least three quarters of the participants attended each of the sessions.

Rating of Objectives

Three objectives were designed for the Conflict Resolution Workshop. The

respondents were asked to rate each objective (on a five-point scale) in terms of:

- (a) how important the objective was for them, and
- (b) how successful the workshop was in meeting the objective.

Responses concerning the importance of the objectives and the success of the workshop in meeting the objectives are reported in Tables 3 and 4.

TABLE 3
Importance of the Objectives

Objectives	Frequency of Responses (N=22)				
	Not at all Important		Important		Very Important
Participants will have an opportunity to:					
i) become familiar with theoretical concepts dealing with conflict and conflict resolution. (NR=1)	1	2	4	5	9
ii) discuss conflict styles and conflict resolution strategies as appropriate to each participant's work setting.	2	0	2	5	13
iii) be involved in experimental learning activities to illustrate concepts in conflict resolution strategies.	2	0	2	4	14

Since 18 of the 22 respondents (over 80%) indicated importance at the positive end of the scale, objectives (ii) and (iii) appear to be the most important. Objective (i) was also considered to be "Important" or "Very Important" by the majority of respondents.

TABLE 4

Success of the Workshop in Meeting Objectives

	Frequency of Responses (N=22)				
	Not at all Important		Important		Very Important
Participants will have an opportunity to:					
i) become familiar with theoretical concepts dealing with conflict and conflict resolution. (NR=2)	0	1	5	11	3
ii) discuss conflict styles and conflict resolution strategies as appropriate to each participant's work setting. (NR=2)	0	4	6	7	3
iii) be involved in experimental learning activities to illustrate concepts in conflict resolution strategies. (NR=2)	0	4	6	6	4

The workshop was most successful at meeting objective (i) ("familiarizing participants with theoretical concepts"). All but four respondents thought the workshop was successful at providing opportunities for the participants to (ii) discuss strategies and styles appropriate to each participant's work setting and (iii) "be involved in experimental learning activities".

It is interesting to note that less than half the respondents (10 of 22) rated the workshop at the positive end of the successful scale for objectives (ii) and (iii), which were reported to be "Very Important" for over 60% of the respondents.

Usefulness of Skills Taught

Nineteen of the 22 participants indicated that they thought the skills taught would be useful to them in their present roles. Two participants responded negatively and one did not respond. Eleven respondents commented on this question. Comments made by two or more participants are summarized below:

- . more practice of skills needed (4)
- . skills taught were useful (2)
- . useful for staff, student and parent relations (2)
- . "on the job" suggestions and follow-up are needed (2)

Participants' Expectations

For over 70% of the respondents (16 of 22), the workshop met their expectations. Five respondents reported that the workshop did not meet their expectations and one respondent indicated both "yes" and "no". Four of the six participants who checked either "no" or, "yes" and "no" commented that they expected more skill development activities; two others stated that the workshop was not practical enough and that the lecture method was inappropriate.

Value of Some General Aspects of the Workshop

The participants rated the value of eight general aspects of the workshop. Their responses are presented in Table 5.

TABLE 5
Value of Some General Aspects of the Workshop

	Frequency of Responses (N=22)				
	Very Worthwhile		Worthwhile		Not at all Worthwhile
content (NR=1)	11	1	7	2	0
format (NR=1)	3	8	7	2	1
large group pre- sentations (NR=1)	4	7	7	3	0
small group activities (NR=1)	7	7	5	1	1
analysis of small group activities (NR=1)	5	7	5	3	1
handouts (NR=1)	10	7	2	1	1
overhead materials (NR=2)	6	4	7	3	0
leader overview, review, etc.	9	5	4	4	0

The handouts received the highest rating of value with 17 of the 22 respondents indicating the positive end of the scale. The small group activities and leader overview were the next most valuable aspects of the workshop.

Twenty of the 22 participants believed that the Conflict Resolution Workshop was valuable enough to be repeated for other interested participants. One respondent checked both "yes" and "no" and one person did not respond.

Suggestions for Improvement of Workshop

Nineteen of the 22 participants made suggestions for improving the Conflict Resolution Workshop. Their comments are summarized in Table 6.

TABLE 6
Participant Suggestions for Improvement

Suggestions	Number of Respondents Making Each Comment (N=22)
More practical experiences in processing/ more practice/more application of concepts	4
More small group discussion	3
More time	3
Less lecturing/theory/talk	3
More examples from an educational setting	2
More role-playing/simulation and demon- stration	2
Written notes for clarity and ease of future use	2
Other comments	4

Seven of the suggestions for improving the Conflict Resolution Workshop were made by two or more participants.

Areas of Conflict Resolution Needing More Emphasis

When asked if there were any areas of Conflict Resolution covered by the workshop which could have had more emphasis, nine participants made a suggestion. Comments made by 2 or more participants are summarized below.

- . more practice/role-modelling (3)

- . initiation of conflict resolution (2)
- . practice/clarification of the full process/the last 5-6 step process (2)

Suggestions for Future Exploration of Conflict Resolution

Three of the four participants who suggested other areas of Conflict Resolution to explore in the future indicated that more 'specifics' were needed, i.e., more details of specific situations of conflict; specific areas related to school conflicts.

Other Comments

Seven respondents made other comments on the workshop. Four participants commented favourably on the workshop or the workshop leader. One respondent repeated a previous suggestion--"some simulation would have been helpful".

APPENDIX F

SCHOOL BOARD BUDGET

IVA DESCRIPTION OF THE SESSION ON SCHOOL BOARD BUDGET

Alick Paterson, Head of Business Administration of the V.S.B., presented the Session on School Board Budget on April 10, 1979. The presentation was broken into three parts by question periods, allowing participants the opportunity to clarify any points. Topics covered included

- a breakdown of the budget,
- cost of the basic education program (B.E.P.),
- provincial formula for funding,
- approval of the budget,
- sharing of educational costs,
- budget deadlines,
- zero-based budgeting,
- provincial homeowner's grant, and
- expectations of the business administration.

IVB EVALUATION OF THE LEADERSHIP DEVELOPMENT PROGRAM

-SESSION ON SCHOOL BOARD BUDGET

Fourteen participants completed the opinion survey about the session on School Board Budget. The breakdown of participants by position was as follow:

	<u>Number</u>
Teacher (regular assignment)	8
Teacher (special assignment)	2
Consultant/Coordinator	1
School administrator	3

When asked what their expectations were for the session, four of the fourteen respondents reported that they expected to learn how the school board budget is established. Two respondents expected an overview of V.S.B. finance and two respondents wanted to know more about "the budget". Two respondents reported that they had expected exactly what was covered.

All of the participants indicated that the session met their expectations. Ten of the fourteen participants commented positively on how the session met their expectations. The following are some examples of the comments made:

- . good logical development of budgeting rationale interspersed with question periods (1)
- . beyond expectations in analysis of provincial funding (1)
- . became more aware of the intricacies of budget (1)

Participants were asked to rate the session as to how "informative", "interesting" and "beneficial" it was on a four-point scale. The number of participants choosing each rating is presented in Table 1.

TABLE 1
Participant Rating of the Session

<u>PLEASE RATE THIS SESSION IN TERMS OF ITS BEING:</u>	<u>Not at all</u>	<u>Somewhat</u>	<u>Quite</u>	<u>Very</u>
informative.	0	0	5	9
interesting.	0	0	6	8
beneficial.	0	0	6	8

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interesting.	0	0	6	8
beneficial.	0	0	6	8

All of the participants rated the session as either "quite" or "very" informative, interesting and beneficial.

Participants were asked to describe the aspect of the session that they found most valuable. Two respondents reported that "all" of the session was most valuable. Other comments made by the respondents include:

- . rationale behind provincial setting of the mill rate (2).
- . local vs. provincial cost-sharing/relationship between Vancouver and Victoria (2).
- . expenditure of funds / B.E.P. expenditures (2).
- . format, i.e., presentation then stopping for questions, then more information and more questions (1).
- . the "honesty" (1).
- . zero-based method of arriving at a budget (1).

Only two participants commented on the least valuable aspect of the session. One suggested that the unavoidable "coverage of information with which he/she was already familiar" was least valuable and the other commented on the redundancy of participant questions.

Five of the fourteen participants provided some suggestions for improving the session. Their suggestions are outlined below:

- . an outline of the information could be distributed a week or two in advance (2).
- . a definition sheet (1).
- . more about capital vs. real (1)
- . participation in small groups (1).
- . coffee break (1).

APPENDIX G
FINAL EVALUATION

V FINAL EVALUATION OF THE LEADERSHIP DEVELOPMENT PROGRAM

Eighty questionnaires were distributed to those who participated in at least one session of the 1978-79 Leadership Development Program (L.D.P.). Fifty-eight percent (46 of 80) completed and returned the questionnaires by May 4. A breakdown of respondents by position is provided in Table 1.

TABLE 1
Present Roles

Role	Number ⁷
Teacher (regular assignment)	32
Teacher (special assignment)	5
School administrator	5
Senior/Head Teacher	2
Consultant/Coordinator	1
Area Counsellor	1
Department Head	1
Staff Assistant	1
Half-time teacher/half-time counsellor	1
University professor	1

About 70% of the respondents were teachers with regular classroom assignments. Eleven percent were teachers with special assignment and another 11% were school administrators.

Reasons for Participation

Forty-five of the 46 respondents gave some reasons for deciding to participate in the 1978-79 L.D.P. Reasons given by two or more respondents have been coded and are presented in Table 2. Eight respondents made "other comments"⁸.

7. Four respondents reported more than one role.

8. Comments made by one person only.

TABLE 2
Reasons for Participation

Reasons	Number of Respondents Making Each Comment (N=46)
Professional growth/function better in role	10
General interest/interesting topics offered	9
Better understanding of the school system/structure/organization	9
Self-improvement/personal growth	8
Skill development	6
Future job in administration/ management	6
Better knowledge of V.S.B. policy	4
Better knowledge of V.S.B. adminis- tration/administrators	3
Better knowledge of budget/school budgeting	3
To develop qualities as an effec- tive/potential leader	3
To gain additional information	3
Interest in communication	2

"Professional growth", "personal growth", "skill development", "general interest" and "a better understanding of the school system" were reasons each given by at least 10% of the respondents for participating in the L.D.P. Six respondents believed that the L.D.P. would help prepare them for a position in administration or management.

Expectations of the Leadership Development Program

Over 80% of the respondents (38 of 46) indicated that the Leadership Development Program met their expectations. Four respondents checked both "YES" and "NO", one did not respond and three reported that the L.D.P. did not meet their expectations.

The participants were requested to explain "in what way" the L.D.P. met/did not meet their expectations. Some of the reasons given by the 32 respondents who indicated "YES" were:

- . (I) know more about the system/school board budget/V.S.B. organization/V.S.B. policies/V.S.B. administration (8).
- . (It) provided training/practice/practical suggestions/realistic and relevant ideas/strategies/different approaches and experiences (7).
- . (It) provided information/answered questions (6).

The four respondents who indicated both "YES" and "NO" reported that the sessions were "generally informative" and "the cognitive material was good" but "not enough time was given for development of skills" and there were "not enough discussions and question periods". Some of the reasons given by the three respondents who indicated "NO" were:

- not enough participant activities (1),
- not useful in leading discussion groups (1), and
- not enough on developing leadership qualities (1).

Success of the L.D.P. in Meeting the Objectives

Participants were asked how successful they felt the L.D.P. was in meeting each of seven objectives. At least 60% of the respondents reported that the L.D.P. was successful or moderately successful in providing opportunities for participants to:

- (a) become increasingly aware of themselves as educational leaders,
- (c) develop and refine personal and professional goals, objectives and strategies,
- (f) become knowledgeable about various forms of educational management, and
- (g) become increasingly effective at working with colleagues, parents and the educational community.

Less than 10% of the respondents indicated the L.D.P. was "not successful" at meeting the above four objectives. Over half the respondents indicated that they did not know about the success of the workshop in meeting the following objectives or felt these objectives were "not applicable":

- (b) examine how adults learn in order to develop appropriate professional development programs, and
- (e) become skilled in curriculum development and implementation.

Objective (d), "develop means of assessment of self, colleagues, pupils and educational resources", was believed to be (i) successfully achieved by 24 respondents and (ii) inappropriate to 5 respondents. Thirteen indicated they did not know about the success of the L.D.P. in meeting objective (d).

Twenty of the 46 respondents objected to being asked to rate the success of the L.D.P. in meeting objectives. Some of the reasons given were:

- . cannot comment on success because I have only attended one workshop (7),
- . some of the items are not applicable (6),
- . cannot put a "blanket" statement on all sessions/some were excellent and some were not (2), and
- . did not attend all sessions/attended one session only (2).

Value of the Specific Workshops

Participants were provided with a list of the L.D.P. workshops and the dates they were offered. Participants were requested

- (a) to indicate which workshop(s) they attended, and
- (b) to rate the general value for them of each workshop attended and to indicate whether, in their opinion, the workshop was worth repeating for another group of participants.

Table 3 presents (i) the number of respondents in attendance at each workshop, (ii) the respondents' ratings of the value of the workshops and (iii) an indication of whether the workshops are worth repeating. It is important to note that the number of respondents in Table 3 who attended each session would be less than the total in attendance as not all the participants in each workshop returned a questionnaire.

Usefulness of the Skills and Knowledge Learned

Ninety-six percent of the respondents (44 of 46) reported that they had gained some skills and knowledge as a result of attending the L.D.P. Two respondents did not answer the question and no one responded negatively. Of the 44 respondents who reported gaining some skills and knowledge (S. + K.) -

16 indicated that the S. + K. were "of great use",
25 indicated that the S. + K. were "of some use", and
3 indicated that the S. + K. were "of little use"

in their present roles.

Respondents who found the skills and knowledge they had gained to be "of great use" or "of some use", were asked to describe how they are utilizing the skills and knowledge in their present role. The coded comments made by two or more respondents are reported in Table 4.

TABLE 3

Value of the Specific Workshops

Workshop	Date	Number of Respondents in Attendance	Of Great Value	Of Some Value	Of Little Value	Of No Value	No Response	Worth Repeating ⁹	Not Worth Repeating	No Response
The School System-- Organization and Struc- ture	1978-09-26 1978-10-03 1978-10-10	21	6	13	2	0	0	16*	2	3
Funds Available to Schools	1978-10-24	20	9	11	0	0	0	17*	0	3
Support Services to Schools	1978-11-01	21	7	12	2	0	0	17*	1	3
Communica- tion Skills	1978-11-08 1978-11-15 1978-11-22 1978-11-29	20	10	10	0	0	0	18	1	1
Communica- tion Skills	1979-01-30 1979-02-06 1979-02-13 1979-02-20	14	12	1	0	0	0	8*	0	6
Conflict Resolution	1979-02-26 1979-03-06 1979-03-13 1979-03-20	23	12	10	1	0	0	18*	1	4
School Board Budget	1979-04-10	13	5	7	0	0	1	12*	0	1
School Board Policies	1979-04-17 1979-04-24	11	1	8	2	0	0	8*	2	1

9. The responses of several participants in each of the starred workshops, who reported that they were worth repeating if modified, have been included in this category.

TABLE 4

Utilization of Skills and Knowledge in Present Role

Comments	Number of Respondents Making Each Comment (N=44) ¹⁰
Useful on an individual basis, i.e., with peers, parent, students.	12
Increased my knowledge/awareness/ interests/understanding.	10
Useful on a group basis, i.e., in conferences, meetings, committees.	7
Useful for conflict mediation/resolution.	7
Utilize skills in my classroom/everyday work.	6
Generally useful/useful in role/useful in all areas.	4
Useful in helping students to develop effective communication skills.	2
Influenced decision-making/planning	2
Knowledge for future/backup information	2

One of the three respondents who indicated the skills and knowledge gained were "of little use" in the present role commented that these skills and this knowledge "broadened (his/her) scope and deepened (his/her) understanding". One of the other two respondents commented that the skills and knowledge were "of more use in terms of administration".

Other Areas of Skill Development

Thirty-three different areas of skill development were suggested for future workshops of the L.D.P. Those suggestions which were made two or more respondents are:

- . time management (5),
- . more on communication skills (5),
- . dealing with stress (2),
- . more on conflict resolution (2),

10. The "N" in this case is the number of respondents who indicated "of great use" or "of some use".

- . assertiveness training (2),
- . public relations, i.e., dealing with parents/ community (2),
- . curriculum development (2), and
- . problem-solving

Suggestions for Improving the L.D.P.

Twenty-one different suggestions were made for improving the L.D.P. Those suggestions for improvements which were made by two or more respondents are:

- . not changing dates/rescheduling meetings (4),
- . more practical aspects, i.e., case studies, role-playing (3),
- . courses should run longer (2),
- . less informational and more skill development sessions (2),
- . extension courses for this year's participants (2),
- . more programs for those currently in a leadership role/administratively inclined (2),
- . could be provided for all staff/ available to all teachers (2), and
- . written information received ahead of time so that session for questions and discussion rather than lecturing (2).

Other Comments

Five respondents made some "other comments". Three comments are quoted verbatim below:

- . I found the workshops on skill development were extremely helpful. I feel that these workshops should be offered in the future.
- . The overall nature of the L.D.P. was worthwhile and I hope a program will be offered next year for those of us who participated this year.
- . How can we get people who really need improvement in their communication skills, etc. to attend these sessions? Why is it that those of us who really "have what it takes" are always the ones in attendance?